



The Role of Teachers in Shaping Religious Character in Early Childhood through the Habituation Method at Al-Mumtaz IT Kindergarten, Pontianak City

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Abstract:

This research aims to describe and obtain information about the role of teachers in forming, religious character in early childhood through methods habituation at Al-Mumtaz IT Kindergarten Pontianak City. The benefits of this research are increase insight and knowledge about the importance of the teacher's role in shaping religious character through the habituation method. The participants in this research collect information regarding the role of teachers in forming religious character in early childhood through habituation method. The participants in this research were 3 teachers who taught at Al-Mumtaz IT Kindergarten groups B2, B4 and B7. Data collection techniques used in this research are observation, interviews and documentation. Analyze the data in do, namely data collection (data collection), data display (data presentation) and conclusion drawing (data conclusion). Technique checking the validity of the data used is triangulation, research results through observations, interviews and documentation show that the roles used by teachers in the formation of religious character through habituation methods in early childhood in Kindergarten IT Al-Mumtaz Pontianak City, namely by using the role of teacher mentor, facilitator, and motivator, in forming religious character in children through the habituation method. This role has been carried out effectively.

Keywords: Early Childhood, Habituation Method, Religious Character, Teacher's Role

1. INTRODUCTION

Newborns up to six years of age are generally categorized as Early Childhood (ECC) (Gath et al., 2024). Because children grow rapidly and require stimulation to support their development, the early years are a special period where patterns of stimulation are developed to help children's future growth and development. Anwar et al. (2024) states that early childhood education is the foundation for a child's personality, and has a very important strategic role in determining a child's past. Early intervention can help children gain better physical and mental health, which in turn improves learning outcomes, work ethic and productivity. This allows children to become more independent and reach their full potential.

A role, according to Gong & Li (2024), is a set of

behaviors that people anticipate from a person based on their position in a system. Roles are stable and subject to internal and external social factors. A role is a type of behavior that a person is expected to exhibit in a particular social environment. According to Dena & Darmawan (2024), the role of educators in helping students develop and shape their character is closely related to this. Teachers help students learn how to be disciplined by following rules and norms by offering tasks, support, encouragement, and guidance, applicable social norms. This is done to ensure expansion and progress.

Teachers have an impact on how students develop their personalities outside the family environment (Azis et al., 2024). The role of an educator is to be a role model, role model, identity, and educator for students and their environment. Therefore, educators need to uphold a set of personal criteria to achieve excellence, including accountability, authority, independence, and discipline. In their duties as educators, teachers should be aware and conscious of conventions as well as moral and social values. They should also endeavor to act and conduct themselves in a manner consistent with those norms and values. In addition, educators must take accountability for what they do in terms of social and academic learning.

“The role of teachers is as mentors, facilitators or

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mediators, and motivators,” said (Khanh, 2024). Being a mentor is more important because teachers help students grow into better people. They can also act as facilitators or mediators by offering resources and media to make learning easier for students, or they can encourage or motivate students to be more passionate about learning. Religious character is one of the important traits that students must develop because it is the foundation of the nation's progress. Since this age is very instrumental in the formation of one's religious character, the habituation approach can be used to shape the formation of religious character from an early age.

Religious character is highly valued because it can provide boundaries in everyday life. According to Hung & Lam (2024), religion dictates many daily rituals. Many daily routines are governed by religion, which also stipulates what is and is not acceptable and limits the foods that are allowed and prohibited. What can and cannot be consumed is also determined by religion. This point of view shows how a person's religious beliefs can become guidelines and guidelines in living daily life in accordance with their chosen beliefs.

Parianto & Kalsum (2024) “said that the process of character building in children is the responsibility of all parties including teachers, families, and communities.” Teachers have an important role in the initial formation of religious character in children, because many parents leave the development of their children's religious character to their education.

The problem that often occurs today is the lack of awareness of teachers or educators at TK-IT Al-Mumtaz Pontianak Kota in applying or familiarizing religious characters in early childhood. For example, teachers have not been able to familiarize children to say and answer greetings when entering and leaving the classroom, teachers do not reprimand children when children forget to shake hands with the teacher when they arrive or when they leave school. Teachers have given examples to children to maintain politeness towards others such as saying excuse me when passing in front of others, however, there are still some children who are not used to applying this. Teachers try to familiarize children to be calm and solemn when praying and praying, but these efforts have not been accepted by some children, there are still many children who cannot be calm when praying and praying. Teachers conduct learning in the classroom and outside the classroom but there

are still children who are cool by themselves, for example playing, sleeping in participating in learning in the classroom and outside the classroom.

Various educational initiatives are undertaken to help children develop their religious identity. Fajr prayers, sunnah dhuha prayers every morning, ruhani science (IWR), noon prayers in congregation before leaving home, and annual routine programs including celebrating Islamic holidays are some of the activities offered at Al-Mumtaz IT Kindergarten Pontianak City. Al-Mumtaz IT Kindergarten Pontianak City is a popular school that is in great demand by the local and surrounding communities, where students come from various backgrounds. Therefore, the author argues that the school is in accordance with the context of the research to be conducted, therefore the author is interested in conducting research there. Departing from the above context, the author intends to conduct a study on the role of early childhood educators in the formation of religious character through habituation methods at Al-Mumtaz IT Kindergarten, Pontianak City.

2. MATERIAL AND METHOD

Descriptive qualitative research methodology was used in this study. The definition of “qualitative research method as a research method that describes phenomena based on informants' perspectives to find diverse realities and develop a holistic understanding of a phenomenon in a particular context” (Halme et al., 2024). In addition, Kosie & Lew-Williams (2022) states that the purpose of qualitative descriptive research is to investigate the phenomenon under study in more detail and understand field conditions by providing a more detailed, transparent, and precise description of the phenomenon. Descriptive methods on observation and natural atmosphere (naturalistic setting), and researchers must conduct this research in a real environment. Because this research will describe the results of observations and interviews referring to the role of teachers in helping early childhood develop religious character through habituation methods at Al-Mumtaz IT Kindergarten, Pontianak City.

Al-Mumtaz IT Kindergarten which is located precisely on Jalan Alianyang, Gg Kencana 2 No. 16, Sungai Bangkong, Pontianak Kota District, Pontianak City became the research location. Three professors served as research subjects. By using data collection methods and instruments, such as

observation, interviews, and documentation, researchers can make direct observations. One way of collecting data is to use tools in the form of observation guidelines to find out about the Role of Teachers in Shaping Religious Character in Early Childhood through the Habituation Method at Al-Mumtaz IT Kindergarten Pontianak Kota. Researchers also used interview guidelines as a way of collecting data to gather more accurate information about the Role of Teachers in Shaping Religious Character in Early Childhood through Habituation Methods at IT Al-Mumtaz Kindergarten in Pontianak City. This interview guideline is addressed to teachers at IT Al-Mumtaz Kindergarten in Pontianak City. In addition, documentation is a data collection tool that includes records of the results of photographs taken during teaching and learning activities.

To build the researcher's interpretation of the data, data analysis is an organized method by tracing and organizing information collected from field notes, observation documentation, interviews, and other sources. According to (Salmona & Kaczynski, 2024), the data analysis used in this research is by means of: data collection, data reduction, data presentation, and conclusion drawing. In this study, member check, time triangulation, and technical triangulation were used to assess the truth. Through the triangulation process, the author tests the data using various methods, including documentation, observation, and interviews. Triangulation of the time the researcher collects the data obtained by the author is in accordance with the intention of the data giver.

3. RESULT AND DISCUSSION

Based on his observations, the researcher observed Ustazdah Winda, Ustazdah Nurhaya, and Ustadzah Annisa, as well as children, conducting teaching and learning activities in their respective classes at Al-Mumtaz IT Kindergarten, Pontianak City. This finding explains the role of teachers in shaping religious character in early childhood through habituation methods. Based on the results of interviews conducted with B7 class teachers on October 30 to 31, 2023 starting at 11.00 WIB, it is known that the role of the teacher as a guide is to always give instructions to students to uphold class harmony by saying greetings when entering and leaving the room and being obliged to reply to friends' greetings. teachers constantly tell children to share with classmates who do not bring food, teachers teach children to shodaqoh at dawn in the form of infaq, teachers guide children to always

pray when starting and ending activities, teachers remind children to always keep the class clean such as sweeping a dirty class when the children finish breakfast or when they finish lunch.

Based on the findings of interviews conducted with B2 class teachers on October 30, 31, and October 31, 2023 at 13.00, it is known that the role of the teacher as a facilitator in helping children form religious characters through the habituation method always tries to provide resources that can help children understand lessons related to the development of religious characters in children. Researchers documented the actions taken by teachers in accordance with their function as facilitators in shaping children's religious character through habituation methods through photographs, in addition to using the results of observations and interviews.

Based on the findings of observations and interviews conducted with B4 class teachers on November 01-02, 2023 starting at 13.00. Through the habituation method, data were collected about the teacher's role as a motivator in helping children form religious characters. In particular, teachers encourage moral behavior in children by rewarding those who consistently say and respond to greetings and by showing appreciation to those who show character development. One of the benefits, for example, is that children get used to praying frequently and solemnly.

The following are the findings of research conducted at Al-Mumtaz IT Kindergarten, Pontianak City regarding the role of educators in helping early childhood develop religious characters: mentors, facilitators and motivators.

1. The role of the teacher as a mentor in Forming Religious Character in Early Childhood through Habituation Method in IT Al-Mumtaz Kindergarten Pontianak City

Based on research with a habituation approach that examines the role of the teacher as a mentor in developing religious character in early childhood, namely the teacher has carried out his role as a mentor, the teacher guides children during learning activities, the teacher provides guidance repeatedly properly and correctly. Teachers guide children to always familiarize themselves in matters related to the development of religious character, one of which is like saying and greeting each other when they come or go from class, if there are children who do not greet each other at that time then the

teacher tells the child to leave the class and re-enter by saying greetings and the children in the class must answer greetings from their friends.

This is relevant to the statement [Pamuji & Mulyadi \(2024\)](#) “the role of the teacher as a mentor is closely related to the development in the formation of the religious character of the students, the teacher has a role to provide assistance, encouragement, input, supervision, coaching, and tasks so that students are trained to be disciplined in carrying out the rules and norms that apply in their environment. This needs to be done so that the growth and development of the character of students gain further and directed experiences.

Teachers have a role in assisting the growth process of their students in order to realize their life goals to the fullest ([Banggur et al., 2024](#)). This is because children are essentially weak individuals who need the supervision of others in order to grow and develop. Teachers in carrying out their role as mentors, namely teachers can shape the character and attitude of students as individuals who have a sense of responsibility and can implement their knowledge in everyday life for the good of themselves and the surrounding environment. So that the moral responsibility as an educator and mentor is to be able to build a basic foundation of knowledge so that students can think critically in handling various problems by prioritizing the character of each student.

2. The role of the teacher as a facilitator in Shaping Religious Character in Early Childhood through Habituation Method in IT Al-Mumtaz Kindergarten Pontianak City

Based on the research findings, the teacher's function as a facilitator in the early development of religious character through the habituation approach, namely the teacher has fulfilled his facility duties by trying to offer or provide facilities that can support the formation or development of religious character in children, during worship activities the teacher provides worship equipment for prayer in the form of prayer mats, caps for mujahid, and mukenah for mujahidah, for dhuha prayers and zduhur prayers. Children perform sunnah and mandatory prayers in congregation or together. Furthermore, the teacher also provides a memorization book for children to memorize either in the form of daily prayers or short hadiths related to daily life. In addition, teachers provide posters of hijaiyyah letters, class belief boards containing the pillars of faith in Allah SWT which are affixed

to the walls in the classroom, Ilmu Wa Ruhan books, large reading media (IWR) for children to learn the Koran after every dhuha prayer.

Teachers also provide other facilities that can facilitate children in understanding learning by creating a learning atmosphere that attracts children's attention. For example, on Fridays held Islamic Personal Development activities (BPI) teachers provide learning media that children like in the form of videos and pictures of Islamic children, in these activities children learn about the manners of visiting well in accordance with Islamic teachings. After BPI activities, the teacher invites children to watch together videos that children like, for example, animated Islamic children Omar and Hanna so that children are not bored during learning activities. This is in line with ([Shiddiq et al., 2024](#)), which states “the role of the teacher as a role model, facilitator and motivator is the main key to the success or failure of cultivating religious character which includes aspects of obedience and good deeds such as gratitude and tolerance”.

[Ulum et al. \(2024\)](#) suggests that “the role of the teacher as a facilitator or mediator provides conveniences that can support children when doing learning that can shape religious character in children”. The teacher's role as a facilitator of the teacher organizes everything in the classroom such as classroom cleaning equipment (brooms, mops, hand wipes, sinks, etc.), media equipment for learning (whiteboards, markers, memorization books, laptops, and infocus) and prayer equipment (prayer rugs, caps, sarongs, and mukenah). So that it can make it easier for children to familiarize themselves with learning religion and practicing worship directly properly and correctly.

3. The role of the teacher as a motivator in Shaping Religious Character in Early Childhood through Habituation Method in IT Al-Mumtaz Kindergarten Pontianak City

Based on the results of the study, the role of the teacher as a facilitator in the development of religious character in early childhood through the habituation method is that the teacher has fulfilled this role by always encouraging or motivating students to always uphold their obligations, one of which is to say the five daily prayers, during learning activities. time spent at home and at school, teachers also try to motivate children to always be orderly in carrying out prayers. In addition, when finished praying the teacher invites children to be istiqomah to read dhikr accompanied

by a prayer together and continued learning to clean up worship equipment so that it is not scattered and stored in the cupboard provided by the teacher. It is intended that children can familiarize themselves with maintaining tidiness, not forgetting that the teacher always gives praise sentences to children who have been orderly from the start of *berwudhu'*, prayer, *dhikr*, prayer, and tidying up their respective worship tools.

When going to pray before learning, the teacher encourages children to pray together in a calm and orderly manner by giving advice to children first, and giving direction to pray well through several songs such as the song *adab berdo'a*, the teacher gives appreciation to children who have prayed solemnly in the form of thumbs up, and steady claps. Vice versa, if there are still children who are not focused, and busy with their own world, or playing around when praying takes place, the teacher always tries to be patient in dealing with and giving the child advice on the importance of praying properly and correctly so that the prayers we pray are accepted and granted by Allah SWT. When there are children who can memorize and recite correctly the teacher does not forget to give appreciation in the form of stars in their assessment book, this shows that the teacher has tried his role as a motivator. To increase enthusiasm or high passion in students, it is necessary to have high motivation as well, both motivation within oneself and from outside, which mainly comes from the teacher himself.

4. CONCLUSION

Based on the results of the above research, the role of teachers in shaping religious character in early childhood through habituation methods at IT Al-mumtaz Kindergarten in Pontianak City. The following will specifically describe the conclusions of the research results:

1. The role of the teacher as a mentor

Teachers in carrying out their role as mentors in the formation of religious character through habituation methods, teachers have tried their best to guide, and direct their students in every learning activity both in the classroom and outside the classroom, teachers try to train their students to familiarize themselves with Islamic characters. For example, saying and answering greetings when entering or leaving class, praying when starting and ending activities, and learning to help each other in virtue.

2. The teacher's role as facilitator

As part of the facilitation role in the habituation method of religious character building, teachers try to equip their students with the tools needed to facilitate the teaching and learning process. In addition, teachers try to make the learning environment interesting and fun for students so that the teaching and learning process is not boring or monotonous. Instructors have also made accommodations that meet the needs of young students to help them develop their religious character.

3. The teacher's role as a motivator

To fulfill their function as motivators in developing religious character through the habituation method, educators make every effort to inspire students to work hard in their studies and stay motivated. teachers also give appreciation in the form of sentences of praise, rewards, and stars in the assessment book to students who have succeeded in developing their religious character well. But teachers also try not to discriminate against children who cannot yet be related to the development of their religious character.

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